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## **Maximizing The Potentials of Nature Tourism through Contextual English Training at Towil Fiets Desa Bandar (Sentolo)**

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### **Abstract**

This program is in line with its main goal to make nearby region a suitable tourism destination that values linguistic diversity and prioritizes the needs of visitors. This program was based on initial findings that Towil Fiets as a potential international tourism destination still got obstacles in English as the main language of communication. It was found that administrative staff and tour guides still had a moderate level of English proficiency especially for tourism. They also demonstrated limited contextual linguistics aspects. This program was implemented for about two months as an effort to solve the problems. The first point was focused on comprehensive language training programs addressed to the specific needs of each group. The second pointer was in-depth language workshops complemented by practical on-site training sessions at key tourist attractions. The results showed that the participant could get deeper conversation and wider explanation related to the context of tourism object.

**Keywords:** *Contextual English Training, Tourism, English Proficiency.*

### **INTRODUCTION**

Many visitors' experiences in international tourism mostly depend on efficient communication. It can be understood that it becomes the critical role of English language proficiency in interacting with diverse international visitors as a dynamic contributor to the tourism industry (Kurniawan et al., 2023). In addition, creative project-centered on improving English language teaching for local tourism workers becomes an effort to improve hospitality standards and enhance relationships between visitors and local employees (Widiastuti et al., 2021).

Furthermore, investing in English language training for local tourism staff is a strategic opportunity to enhance professional development and expand career prospects in the industry (Mcgladdery & Lubbe, 2017). Sangchumnong (2019) stated that by empowering workforce with valuable language competencies, it does not only improve the quality of service delivery but also empower individuals to undertake a variety of roles and responsibilities within the tourism sectors. Through structured language programs and immersive learning experiences, this programs is supposed to cultivate a better skilled professionals who are adept at navigating multicultural environments and adept at meeting the evolving needs of global travellers.

In the travel and tourism sectors, English language proficiency cannot be underestimated. It is the primary means by which visitors access, seek information, and interact with the locations they visit Camilleri (2021). One of this program goals is for tourism staff to be more proficient in English to bridge communication gaps. It is also purposed to facilitate easy interactions, and provide a warm and accommodating environment for visitors.

The program is concerned on English language teaching, as a whole, is the embodiment of a comprehensive strategy to improve the quality of tourism service delivery. Dangin & Hartati (2024) suggested that proficiency in multiple languages is increasingly valuable for global communication and collaboration. It is also intended foster a culture of continuous learning and development in tourism environment. Fatos (2019) and Blue & Harun (2023) point out that by embracing linguistic diversity as a catalyst for enriching intercultural exchange. It can be a commitment to promote tourism as a vehicle for mutual understanding, collaboration and shared prosperity.

The tourism industry in the target region faces two major issues regarding the English proficiency of its workforce: 1) The first point of contact for guests is often administrative staff, but still got moderate English skills that hinder communication efficiency. 2) Similarly, tour guides play a vital role in enhancing the visitor experience by telling interesting and educational stories about nearby landmarks. However, guides who are not fluent in English may struggle to communicate effectively and establish meaningful relationships with a variety of audiences. To improve overall hospitality standards and ensure that guests receive the service they deserve, these issues must be addressed.

## **METHOD**

This program has organized a training package. The training was the same for both issues. For the first issue, the training was focused specifically on English as administrative staff. It aimed to develop the English skills of administrative staff in dealing with international tourists. The second training was aimed at the tour guide sector. The target was to improve English skills in the tourism sector as a tour guide.

## **RESULTS**

To address the challenge of moderate English proficiency among administrative staff and tour guides in the tourism sector, our proposed solution focused on comprehensive language training programs related to the specific needs of each group. For administrative staff, the program intended to implement structured language courses that emphasize essential communication skills, tourism-related vocabulary, and situational role-play exercises to simulate real-world interactions with visitors. The participants revealed better progress on their English proficiency. They showed better dictions choice in order to answer the questions. They also come up with better contextual explanation when they got asked related to the object of the tourism.



Fig.1 The process of vocabulary and grammar training

In addition, for tour guides, the program carried out in-depth language workshops complemented by practical on-site training sessions at key tourist attractions. These workshops focused not only on improving English proficiency but also on developing storytelling techniques, cultural sensitivity, and effective communication strategies. By integrating language learning with real experience, the program aimed to equip tour guides with the linguistic and interpersonal skills necessary to deliver engaging and informative tours that resonate with a diverse audience. The participants showed more confidence and higher level on describing the objects. As can be seen on fig.2, they could engage the tourist with practical objects. They also revealed the more comprehensive contextual explanation. They could clearly justified the original or traditional term and product that they were facing for. In addition, ongoing support and mentorship were provided to facilitate continued learning and professional development within the tourism workforce. Through these targeted interventions, the program proposed to empower local tourism staff with the linguistic confidence and cultural competence needed to create enriching experiences for visitors and uphold our community's reputation as a welcoming and inclusive destination.



Fig.2. Practicing for contextual English

## CONCLUSION

This program comes up with the observed obstacles faced by the regional tourism industry. The program proposed contextual English training to empower tourism development. The results of program reveal that the participant demonstrate better English proficiency. In term of contextual skills, participants also illustrate a wider explanation in order to give richer experience to the visitors. Lastly, the participants are intended to access autonomous learning by means of AI and technology to enhance their English skill.

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